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Implementing Self-determination and Coaching Practices in the Case Organization

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<p>Today's work life is becoming more complex to keep up with the change in fast pace in traditional hierarchical organizations. They need to change and become more agile. In this study, the case organization has chosen to change its way of acting to a more self-determined in everyday work. The case organization in this thesis is the Government's Employment office in Porvoo. Government has a desire to lower the management and give more autonomy to employees. Increasing autonomy and responsibility for own work appear to bring better results, make the work more meaningful and support the wellbeing of personnel.</p> <p>The main objective for this thesis was to make a plan to implement best practices of self-determination and coaching in the case organization. First, the current state analysis was done to get a picture of the current state of self-determination and coaching in the case organization. Data was collected mainly by conducting interviews, workshops and discussions. The majority of personnel in the case organization participated. The current state analysis showed that even if organizations are self-determined, managers are needed.</p> <p>The outcome of the thesis is a plan how to improve the self-determination and coaching practices in the case organization. The thesis recommends that the employees need support and encouraging, and without managers, support and walking along with the process, self-determination won't establish itself to an everyday way of acting. It needs time, patience and effort from all parts involved but there is the will to work for it. The study also recommends specific actions how to implement best practices of self-determination and coaching in the case organization.</p>	
Keywords	Self-determination, self-organization, coaching

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1 Introduction

Finnish parliament's Future commission has in their release in March 2014 pointed out the importance of inspiration and intrinsic motivation. Nobel Prize winner Edmund Phelps claims that inspired employees are a requisite of innovations and of sustainable economic growth (Phelps 2013). According to Phelps, it is vital to pay attention to employee's attitudes and feelings in order to be able to create something new. Phelps also points out that there is a correlation between inspired, intrinsic motivated employees and economic success.

Business world is changing in a fast pace. In order to keep up Public employment and business Services decided to change the organization work culture into a self-determination. Change included replacing the traditional manager's role into including also the role of a coach and therefore changed the shape of management. Reasons for changing into self-determination work culture was to increase employee job satisfaction and to be ready for future changes and for the organization to gain a more agile and flexible organization, increase efficiency and customer satisfaction and better results.

1.1 Case Organization

The case organization is a public governmental organization the Public Employment and Business Services (TE-Services). TE-Services acts under the Ministry of Economic Affairs and Employment, MEAE, which has the responsibility of employment, entrepreneurship, labor policy and of immigrant integration policy. TE-Services are customer-focused and act in performance-oriented manner controlled by MEAE. MEAE is also in charge of legislation on public employment and business services and makes decisions concerning development projects.

According to MEAE TE-Services, the business context is to (a) ensure availability of competent workforce, (b) improve jobseeker's employment prospects and employability and (c) to help new entrepreneurs. In this thesis, the case organization is the local TE Office in Porvoo acting under Uudenmaan TE Office. The organization chart of MEAE is seen in Figure 1.

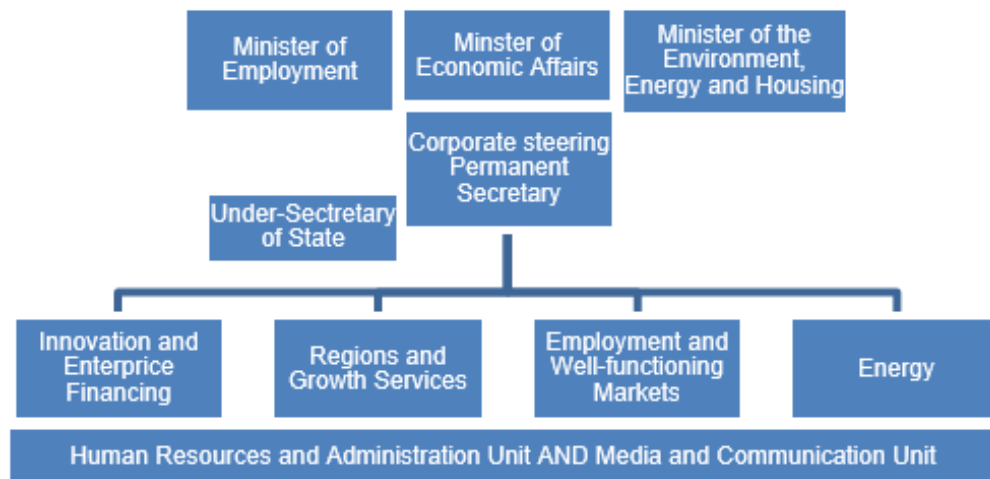


Figure 1. Organization Chart of Ministry of Economic Affairs and Employment. (Modified from existing Organization chart in www.tem.fi)

Figure 1 shows that the Public Employment and Business Services is built as a traditional top-down hierarchy. The organization is lead in a traditional way where the top directs, steers and makes the strategic decisions and sets the goals.

Ministry directs, steers and monitors The Center for Economic Development, Transport and the Environment (ELY Centres), which on the other hand is the directing, steering and monitoring organization for TE Offices. This part of the organisation is visualized in Figure 2. ELY Centres is in charge of developing TE Offices services and that the set goals are achieved. Alongside ELY Centres and TE Offices is Development and Administration Center, KEHA, which task is to provide development and administrative services for ELY Centres and TE Offices.

Uudenmaan TE Office employs roughly 950 people and in the TE Office in Porvoo about 35 employment experts. As can be seen in Figure 2 of the Uudenmaan TE Office organization chart it works as a traditional top-down hierarchical organization but it has also the dimension of vertical hierarchy concerning three “intrinsic” service units; (a) Employment and Business Services, (b) Competence Development Services and (c) Supported Employment Services.

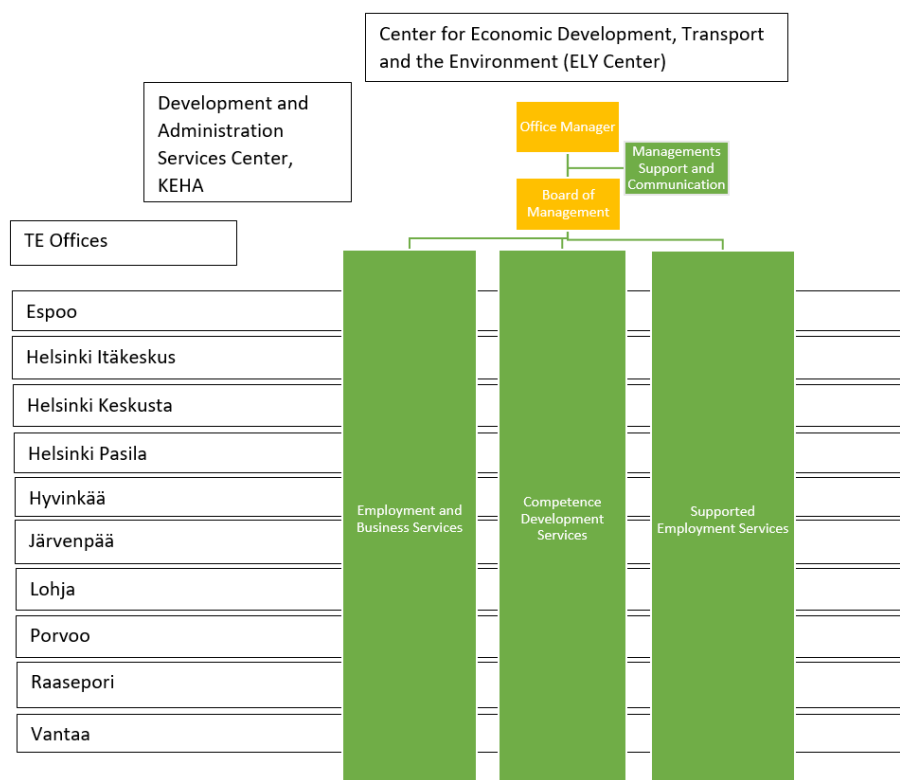


Figure 2. Organization Chart for Uudenmaan TE Office. (Modified from existing organization charts for ELY, KEHA and Uudenmaan TE Office)

This thesis focus is to do a plan for implementing the self-steering and coaching concept in a more efficient way in the TE Office, Porvoo. The aim is to do a plan for the self-steering work culture so that it will ease employee's daily work in best possible way for the individual expert and the team.

1.2 Business Challenge, Objective and Outcome

Government has in year 2016 made decisions for organization culture changes from a traditional hierarchical organization to a self-determination working culture. Along with self-determination the managers role in the organization also underwent a change into becoming a coach for the self-determined employees. This thesis focuses on the TE Office, Porvoo. The challenge is that the implementation of the self-determination concept has not gained ground and strategic intentions are unclear.

In order to get the gains with this work culture change employees and management need guidance in understanding and implementing the self-determination work culture in practice.

The objective of this thesis is *to develop a plan for implementing the self-determination and coaching practices in TE Office, Porvoo.*

The outcome is a plan for implementing the self-determination and coaching practices in the TE Office, Porvoo.

This thesis describes the current practices of self-determination and coaching in TE Office, Porvoo according to the employees and managers in order to identify improvement targets. Then based on the current state analysis and existing knowledge the thesis suggests a plan for implementing self-determination and coaching in the daily work.

1.3 Thesis Outline

This thesis consists of seven sections. Section 1 introduces case organization, describes background, and reasons for this thesis. Section 2, Methods and Material describes this thesis research approach. Section 3 presents current state analysis and discusses current practices of self-determination and coaching in case organization. In this section is also mentioned case organizations strengths and weaknesses. Section 4 introduce existing knowledge and best practices on the subject. Section 5 describes building an initial implementing plan for self-determination and coaching that combines the existing knowledge with results from current state analysis in case organization. Section 6 discusses the validation of proposal and the validation of the implementation plan. Section 7 is a summary of this thesis and consists of discussion and conclusions.

2 Method and Material

This section describes the selected research approach and an overview of the research design for this thesis. Section continues to present gathering of data in three rounds and finally discusses the validation of the thesis.

2.1 Research Approach

Saunders et al. (2012) present business and management research as two extremes as fundamental and applied research. The purpose of fundamental research does not concentrate on a specific problem but aims to expand knowledge and results in universal principles that are significant and valuable for society in general. Fundamental research methods are common in universities and academic communities. Applied research on the other hand suits organizations, companies and managers, as its purpose is to improve understanding of specific problems and results in findings of importance, practical relevance and value and finally a solution to a problem. Tight research time scale features applied research method and results are limited to a certain problem and presented in a way manager understand and can act on. Applied research method comparably with consultancy. (Saunders et al. 2012:8-9)

Design research approach according to Kananen (2013) combines ongoing development and research. Design research is suited to conduct in organizational environments to improve operations and lead to functional and practical solutions. (Kananen 2013:20-21) Saunders defines case study as an explanatory and exploratory research method that gives answers to questions “why”, “what” and “how” and a deeper understanding of the context. (Saunders 2012:146-147)

Data collection and data analysis for these research methods are done either by quantitative or qualitative approach. Quantitative approach, using for example questionnaires are numeric and results are numerical. Qualitative research techniques like interviews are non-numerical using methods such as using words, video clips and pictures. Research can be done as a mixed methods approach with a combination of different approaches that fit together. (Saunders 2012:151-152)

In this study, the selected approach is an applied research mix with design research and case study because the purpose of this thesis is to build a plan for implementing self-steering and coaching in case organization. For this study qualitative data collection were conducted to state the current state and build the final plan.

2.2 Research Design

This subsection gives an overview of the research design for this thesis. The research design shows how the study proceeds systematically. The design is shown in Figure 1.

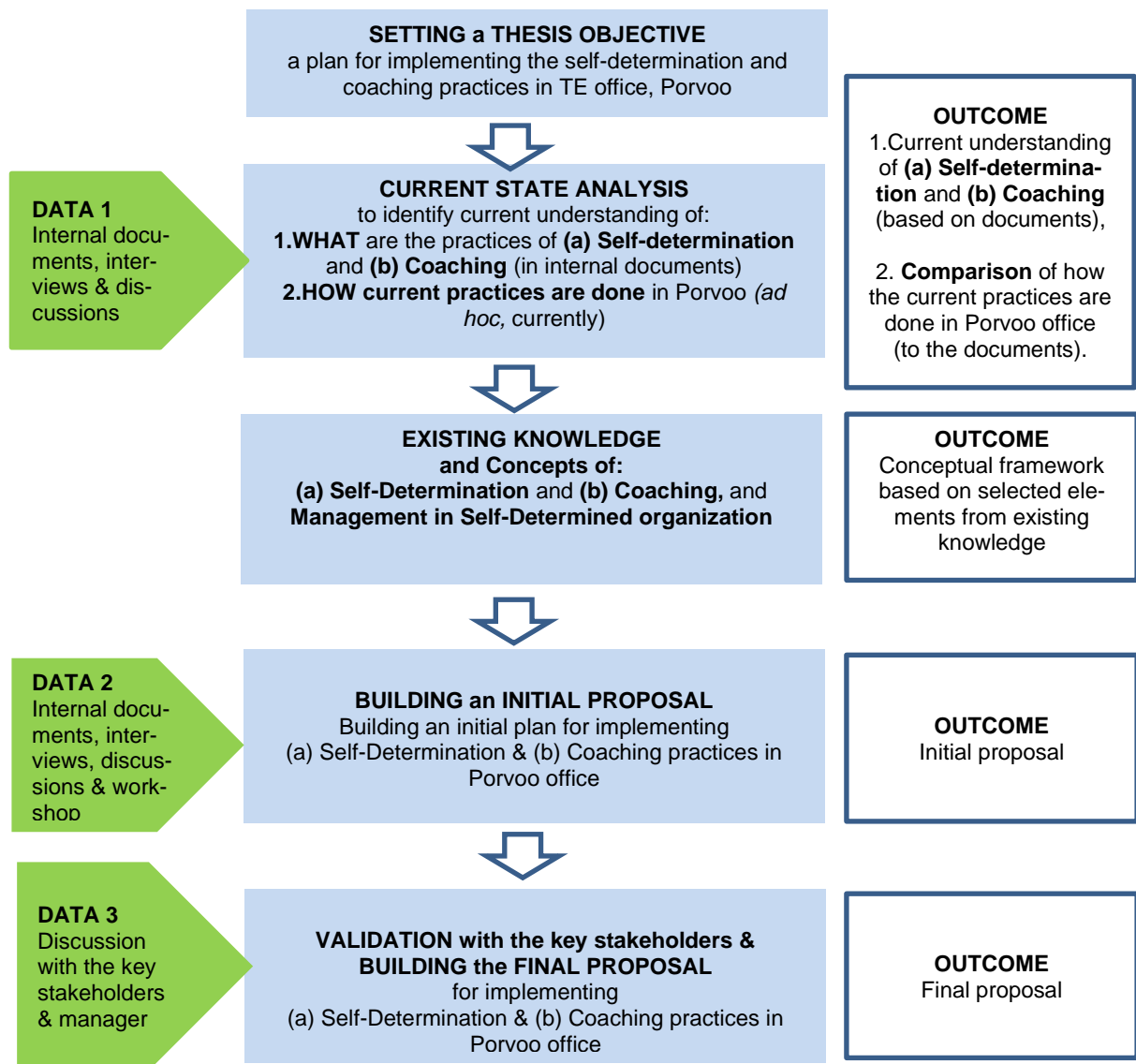


Figure 3. Research design for this thesis.

As seen in Figure 3, the first step is to set the objective for the thesis. After identifying the objective, the next step is conducting the current state analysis to get a current understanding of self-determination and coaching from existing guiding documents and find out how the current practices are done in TE Office, Porvoo in comparison to the existing guiding documents. Outcome of current state is also to find out the strengths and weak-

nesses of the existing operating model. The data 1 will be gathered by qualitative interviews one-to-one and in groups. The aim is to get as many interviews as possible to get a reliable result as possible.

The next step after the current state analysis is a literature review and existing knowledge, and as an outcome to set the conceptual framework for the thesis. Next step is building an initial proposal on a plan for implementing self-determination and coaching practices in TE Office, Porvoo and gather data 2. Data 2 consists of interviews and discussions with stakeholders, internal documents and video clips. After analysis of data 2 comes building and validating the final proposal with stakeholders. Outcome from the research will be a plan for implementing self-determination and coaching in TE Office, Porvoo.

2.3 Data Collection and Analysis

This study collects data in three rounds. In data collection is used the qualitative approach, mainly by interviews and discussions and some video clips and pictures. Participants in research has been participants from different levels in the organization from upper management till employment expert. Interviews and discussions were conducted in Finnish and Swedish. The interviews were recorded, transcribed and translated into English. Discussions were documented as field notes in Finnish and translated into English.

Data 1 was collected for the current state analysis the goal was to get as many interviewees as possible to get a credible result on the current practices in TE Office, Porvoo.

Table 1. Details of interviews and discussions in Data1-3.

	Participants / role	Data type	Topic, description	Date, length	Documented as
	Data 1, for the Current state analysis (Section 3)				
1	Respondent N01: Management	Face to face Interview	Reasons behind organization culture change. Current state of self-determination and coaching overall in Case Organization	December 2018 2 hours	Recorded, transcribed and translated
2	Respondent N02: Management	Face to face Interview	Reasons behind organization culture change. Current state of self-determination and coaching overall in Case Organization	December 2018 1 hour	Recorded, transcribed and translated

3	Respondent N03: Manager	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	January 2019 1 hour	Recorded, transcribed and translated
4	Respondent group N04: 2 experts	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	February 2019 1,5 hours	Recorded, transcribed and translated
5	Respondent N05: 5 experts	Face-to-face Group discussion	Current state of self-determination and coaching in Case Organization	February 2019 1,5 hours	Recorded, transcribed and translated, fieldnotes
6	Respondent N06: Expert	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
7	Respondent N07: 3 experts	Face-to-face group Interview	Current state of self-determination and coaching in Case Organization	March 2019 1,5 hours	Field notes
8	Respondent N08: 4 experts	Face-to-face group Interview	Current state of self-determination and coaching in Case Organization	March 2019 1,5 hours	Recorded, transcribed and translated
9	Respondent N09: Manager	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
10	Respondent N010 Manager	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
11	Respondent N011 2 experts	Face-to-face group Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
12	Respondent N012 3 experts	Face-to-face group Interview	Current state of self-determination and coaching in Case Organization	March 2019 1,5 hours	Recorded, transcribed and translated
13	Respondent N013 1 expert	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
14	Respondent N014 1 expert	Face-to-face Interview	Current state of self-determination and coaching in Case Organization	March 2019 1 hour	Recorded, transcribed and translated
15	Respondent N015 Manager	Office Managers monthly video greeting	Specifications and answers to questions concerning self-determination and coaching	March 2019 30 min	Recorded, exists on intranet

	Data 2, for Proposal building (Section 5)				
16	Participants N016 managers	Discussion	Proposal building	April 2019 20 min	Field notes
17	Respondent N017 5 Experts	Discussion	Proposal building	April 2019 30 min	Field notes
18	Respondent N018 6 Experts	Discussion	Proposal building	May 2019 30 min	Field notes
	Data 3, from Validation (Section 6)				
19	Respondent N019 Manager	Discussion	Validation, evaluation of the Proposal	May 2019 10 min	Field notes
20	Manager 6 experts	Discussion	Validation	May 2019 60 min	Field notes
21	Experts	workshop	Validation, evaluation of the Proposal	May 2019 60 min	Field notes

In the next round, Data 2 was collected in order to do the initial proposal. Interviewees were asked to give improvement and development suggestions. Data 2 included also a video clip with the Office manager. The final data, Data 3 was collected when receiving feedback for the final proposal, the plan for implementing self-determination and coaching practices in TE Office, Porvoo.

In this study, the interviews made the primary method of data collection. The interviews were conducted as semi-structured, face-to-face interviews, one-to-one or in groups, held on the organization's premises, with questions created in advance but not revealed in advance to the interviewee. Participating was voluntary. Questions were made separate for employment experts and for management. Same questions but from a slightly different angle. The questions for interviews can be found in Appendix 1. Most interviews were recorded, transcribed and translated into English and for those not recorded field notes were made. Examples of transcribed interviews and field notes can be found in Appendices 2-3.

Table 2. Internal documents used in the current state analysis, Data 1.

	Name of the document	Number of pages/other content	Description
A	Itseohjautuvuus ja yhteisöohjautuvuus - Sami Kettunen/ uploaded 28.8.2018	Recorded education lecture for managers, 1 h 8 min	Lecture on self-determination and coaching for managers by a consult named Sami Kettunen
B	Office Managers monthly video greeting/ March 2019	30 min	Specifications and answers to questions concerning self-determination and coaching
C	Esimiespaja Toukokuu	16 slides	Material from a workshop for managers
D	Itseohjautuva toimintamalli (2016)	11 slides	Self-steering process description for managers
E	UM_TE_Finlandia 13.5.2016	37 slides	PowerPoint show from launching event for Self-steering and Coaching
F	Uudenmaan ELY-keskuksen ja TE-toimiston sisäinen valvonnan ja riskienhallinnan toimintasuunnitelma 2018-2019	2 pages	Action plan made by ELY-center and TE-Office. Includes developments targets for 2018-2019
G	Suunnitelma itseohjautuvan työotteen käytäntöön saamiseksi Uudenmaan TE-toimistossa/ 4.11.2016	1 page	A guiding document for managers how to proceed with implementing self-determination and coaching
H	Boardmeeting protocol	2 pages	Board meeting protocol 7.3.2016, decision about activating a sparring group for the self-determination project

As seen from Table 2, this study also analyzed several internal documents. The documents were analyzed for the current state analysis, Data collection 1, to get an understanding of the current practices of self-determination and coaching practices at TE Office, Porvoo according to existing guiding documents compared to how the current practices are done. The data were analyzed using content analysis. First defining the material and selecting the relevant parts that answer the research question.

The biggest part of data analysis was done for the current state analysis stage, to establish an understanding of the current state of self-determination and coaching in TE Office, Porvoo. The findings from the current state analysis are discussed in Section 3 below.

3 Current State Analysis of Self-Determination and Coaching Practices in Porvoo Office

This section analyses current self-determination and coaching practices in case organization and compares them to existing guiding documents. Findings from data is analyzed and strengths and weaknesses identified.

3.1 Overview of the Current State Analysis Stage

Self-determination and coaching are two different topics, but they are often considered together, as also in Uudenmaan TE Office, Porvoo. In this study, the current state analysis exploring these concepts in Uudenmaan TE Office, Porvoo is conducted in three steps.

First, the existing guiding documents are explored on self-determination and coaching and implementing them, as they exist and available for internal use in Uudenmaan TE Office, Porvoo. For this end, the current state analysis concentrates on getting an in-depth understanding of the existing guiding documents in order to get an answer *what* self-determination and coaching *is expected to be* in the case organization. At this stage, to get a deeper understanding of the intention behind introducing self-steering and coaching to the case organization and its content, two interviews were also conducted with the management. The interviewees' roles are Development manager and Change coordinator.

Secondly, the current practices in self-determination and coaching in the case organization were investigated. First, to get an understanding of the current state of self-determination and coaching practices in the case organization, a series of interviews was conducted among management and experts in the selected office. Many persons have experienced the time before this organization culture change, and the time after the release in spring 2016. Therefore, among the interviewees, there were the persons who has long experience in the case organization and the persons recently employed. Persons with long experience gave input in how self-determination and coaching has been working since its release and compared it to the time before organization culture change. Recently joined persons gave input on the introduction of self-determination and coaching

for the newcomers. Newcomers also gave input on self-determination and coaching from a different angle than persons with long experience in the case organization.

Third, the insights gained from these two previous steps were compared to each other. In other words, the concepts of self-determination and coaching were revised as they exist in the guiding documents, with a special focus on how they are recommended to be implemented in the case organization. After that, the existing practices in Uudenmaan TE Office, Porvoo were compared to the recommended, and the observations and conclusions are drawn.

The result is a summary of strengths and weaknesses and the missing parts as for the current practices of implementing the self-determination and coaching in Uudenmaan TE Office, Porvoo.

The data used in this section is based on (a) analyzing the existing guiding documents from the case organization, and (b) the interviews and discussions with the personnel, and the statements from management. Interviewees' selection was based on the work experience in the selected office of interest. Participation was voluntary and anonymous. On expert level 27 persons out of 35 participated and three persons on managerial level.

Interviews were analyzed with the perspective on self-determination and coaching and the current practices how they are implemented in Uudenmaan TE Office, Porvoo. Discussions and statements from the high-end management was followed-up to enclose most relevant topics on self-steering and coaching in the analysis.

3.2 Background of Self-determination and Coaching in Uudenmaan TE Office, Porvoo

First, the current state concentrates on getting an in-depth understanding of the existing guiding documents to get an answer what self-determination and coaching in case organization is expected to be. In order to get a picture of what the purpose and current state of the concept of self-determination and coaching in Uudenmaan TE Office the Development manager and Change Coordinator were interviewed. Uudenmaan TE Office presented self-determination and coaching practices to management in January 2016, and to employees in May 2016. It is still considered important to support according

to Management. In Uudenmaan ELY-center and Uudenmaan Employment Office, internal monitoring and Risk Management *action plan* included a decision to continue supporting and developing the self-steering operating model.

The decision behind the introduction of self-steering and coaching originates from the ministry of Labour, and ELY is the instance that gives instructions to TE Offices. According to the interviewee (N01), self-determination and coaching is meant to give meaning to work and increase employees job satisfaction with (A) possibility to distance working, (B) being able to determine own schedule and (C) getting a common view how the work can be done better are important in the concept of self-steering. From organizations point of view the purpose of the self-steering and coaching is to get better results and achieve set goals. Both interviewees emphasize the importance of the Monthly result follow up, a metric for self-steering teams to keep track how they met the set goals.

“Each person acts self-determine individually, but the idea of self-determination lies in how much each is willing to give to the team. Many think it is enough to individually do good results and not communicate that much with the team. But the thought is to share with the team to get some one-self.” –N01

According to the interviewee (N01), there is *no pre-set specific model* for self-determination and coaching. Self-determination and coaching for each team and office is *unique* and *built up between the manager and experts* to suit them. Interviewee N01 says that there were not actually used any certain theories behind the self-determination culture change; just the thought that it would bring *better job satisfaction* and therefore better results.

“The circle closes and self-determination practices are defined locally.” - N02

In the management group, management’s support, and in ELY, they do not think self-determination and coaching practices can be unclear for the employees as for managers. Managers have had the opportunity to attend to enough education to understand the practices of self-determination and coaching. Although they got contradictory signals from managers on the field as they questioned employees.

As the interviewee says:

“Awareness on self-determination and coaching exists and the actualization lies in managerial work” – N01

N01 and N02 have visited most TE Offices within Uudenmaan TE Office in fall 2018. They have seen TE Offices where there exist properly functioning self-organized teams and on the other hand TE Offices where they have not started the journey toward a self-steering way of acting yet. In several TE Offices among managers rose a question that they do not recognize any support structure within the organization.

According to N01 and N02, reasons to missing self-determination practices in some TE Offices seems to be (a) lack of time, (b) continuous turnover, which lead to continuous recruiting and introduction processes for new employees, (c) new groups are not yet ready for self-determination, (d) some may have thought self-determinant and coaching is transitory (e) distanced manager or (f) members in teams (employees or managers) are not interested in self-determination practices, although practices are introduced.

“In my opinion it all begins with transparent discussion between manager and team about mutual expectations that are put into words. If manager choses to pass this stage and decides to retreat from the team and informs the team that they now can act self-determinant. Then it can go wrong.” – N02

N01 and N02 both highlights that although shape of management changes it does not take away the responsibilities and needs of a manager. Even if the role and tasks of managers changes, the manager's presence is even more essential than before as, their role is to support and be a coach for the team.

In order to support the transition to self-determination and coaching ways to work a sparing group, coordination group was founded in March 2016 before the self-determination and coaching was introduced to Uudenmaan TE Office. Development Manager gathered the group and the group consisted of a consultant, managers, experts, development manager and a representative from Development and Administration Service Center,

KEHA. The sparring group ceased to exist after a while, but it is under management's consideration to awake it again in some form.

3.3 **WHAT are the practices of (a) Self-determination** in Existing Guiding Documents

Presently, there are very little existing guiding documents available for personnel concerning self-determination in Uudenmaan TE Office. Therefore, the documents used in this thesis were gathered from: (a) various places in intranet and mostly (b) received from archives from persons in charge by asking them.

There are no real guiding documents for personnel concerning self-determination. Most documents were (a) directed to managers or (b) exist as minutes from meetings among managers, or (c) material from their education on the subject. Coaching as a subject has a subheading/chapter in intranet in (d) the handbook for personnel (Henkilökunnan käsikirja), when self-determination does not. There are no other official documents except for the above mentioned.

According to the documents on the case organization strategy and on the definition policy for 2016, Executive Board made a decision for a organization cultural change into a *self-determination work culture* in Uudenmaan Employment office. (Board meeting minute) Reasons behind the decision to change the organization work culture lied in the definition policy to lower the management. Along with the organization culture change, the manager's role changed from being a traditional manager into becoming a *coach* for experts to support them with the new *self-determinate work culture*.

With the self-determination work culture, the expert's work-assignment changed to include development and increased decision-making responsibility. The introduction of the new work culture was in May 2016, in a one-day event for the whole personnel of Uudenmaan Employment Office, which gathered about 700 persons.

3.3.1 Self-determination Concept and Self-steering Work Culture in the Existing Guiding Documents

According to the existing documents by Development and Administrative Service Center (Itseohjautuvuus Uud TE-toimistossa/KEHA - document), **self-determination** grounds on inner motivation, self-imposing and professional responsibility.

In guiding documents from Development and Administrative Service Center, KEHA (Itseohjautuvuus UUD TE-Toimistossa/KEHA - document), **self-determination** is defined both on individual and team level.

- 1) **Individual self-determination** is an expert's independent work and the individual is responsible for own results to his manager. Manager sets the frame, direction and strategy for the independent work. Managers duty is to help and support the expert in problem solving as a coach and facilitator.
- 2) **Self-organized team** consists of team's independent working. Team has its common goal and within teams, individual goals are set. Experts are mainly responsible for work results to the team and the team in its turn to the management. Manager/ Management sets the frame and direction for the team and supports its learning, for example using group development discussions and peer-support. Manager's role in the team is to be a facilitator and a coach.

According to a document with guidelines for managers in self-steering practices made by the Development and Administrative Service Center, KEHA, **a self-organized team** is able to influence and take responsibility of goals set to achieve and is expected to be more efficient, increase customer satisfaction, be more innovative, adaptable, possess stronger problem-solving abilities and is able to provide peer-support. Another aim for **the self-determined working culture** is that it increases job-satisfaction and work-welfare. In the guiding document for managers is mentioned that a target for self-determined practices is to decrease sick leaves. (Itseohjautuvuus Uud TE-toimistossa/KEHA - document)

3.3.2 Self-determination Practices in the Existing Guiding Documents

In existing guiding documents from KEHA (Development and Administration Service Center), self-determination needs certain *supportive structure* in order to function. Self-determination operating model needs *team building*, and these teams need *inner operating models* and understanding of the role of the team in the whole organization, concerning *coordination, support and management*. (Itseohjautuvuus Uud TE-toimistossa/KEHA - document)

According to the existing guiding documents, teams can be built up in several ways; it might base on office, service units or other grounds. The main idea is that the team ought to get along well and sensibly work together. In guiding document (Itseohjautuvuus Uud TE-toimistossa/KEHA - document) is pointed out that a self-organized team needs to have (1) a common goal, (2) multi skilled team members, (3) opportunity to make decisions considering work methods, schedules, assignment distribution and (4) get feedback and reward for team performance.

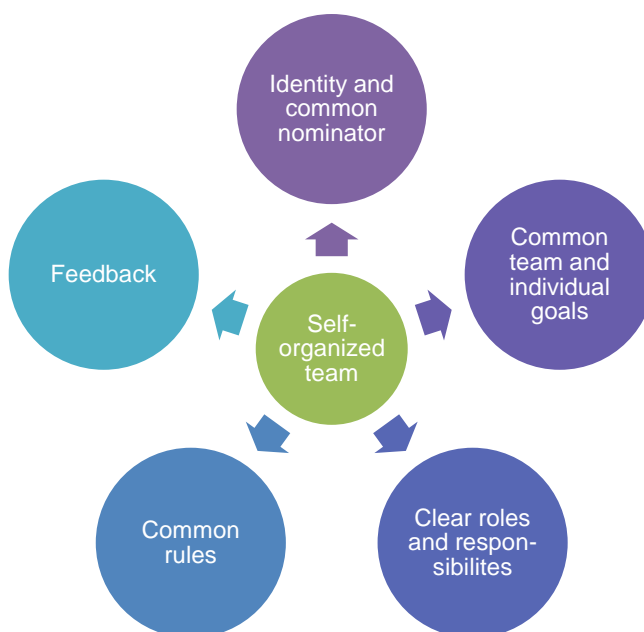


Figure 4. Functioning self-organized team (Modified from Itseohjautuvuus Uud TE-toimistossa/KEHA – document: Itseohajutuvan ryhmän ohjautumisprosessi).

In existing documents (Itseohjautuvuus Uud TE-toimistossa/KEHA - document) and visualized in Figure 4 each self-organized team should have *an own identity* and a *common*

nominator. Team needs a common team's and individual set *goals* covering performance, quality of customer experience, development & learning and inner cooperation.

Roles and responsibilities need to be clear and understood. The self-organized team need *clear common rules* in order to know the boundaries and frame for acting for example concerning leadership and decision-making. For the team to evolve further, it needs regular feedback from metrics, peer-evaluation and managers.

According to existing documents (Itseohjautuvuus Uud TE-toimistossa/KEHA - document) it requires certain qualities to be able to work self-determined. Required qualities are to be able to take *initiative*, good *communication skills*, set common goals *in cooperation* within the team, ability to evaluate and reflect, able to ask for help and *help* others, and *leadership* skills.

3.4 What are the practices of (b) Coaching in the Existing Guiding Documents

About coaching, there is a short chapter in intranet, Taimi, in the Handbook for personnel. In the chapter, coaching is defined and secondly given an explanation how, management, managers and experts can participate in coaching services.

3.4.1 Coaching Concept in the Existing Guiding Documents

In the handbook for personnel in government's intranet Taimi, the definition for **coaching** by coaching-yhdistys is;

“Coaching is a process where the coach helps people to use their assets to be able to achieve their goals”. (www.coaching-yhdistys.com/ 20.4.2019)

Further defined, the role of **a coach** is non-guiding coaching relationship, where the coach does not give any guiding, instructions nor answers. Coaching is a target-oriented limited training process. It is described that coaching emphasizes generally management and is mentioned to be a development tool for upper management, managers and experts. (Taimi intranet/ 20.4.2019)

3.4.2 Coaching Practices in the Existing Guiding Documents

Existing guiding documents (Itseohjautuvuus Uud TE-toimistossa/KEHA - document) describes that the managerial role changes from traditional managerial roles into being a *coach* for experts. Description of the new role is to *share power*, *delegate* assignments and *arrange* meetings together with subordinates in order to *clarify* and *structure* the new organization culture. Work community theme changes from order, control and repair into *interest*, *asking*, *listening* and *being supportive*. It consists of common *pondering* between manager and team and not forcing the team into something already existing.

For a productive and effective coaching cooperation, there must be *trust*, *intimacy*, *direct communication* and *companionship* between the coach and the coachee. An average coaching process lasts 4-6 meetings and maximum 6 months. Within government, there is available coaching for management, managers and experts.

<i>Self-determination</i>	<i>Coaching</i>
Definition:	Definition:
<p>1) Individual self-determination is an expert's independent work and the individual is responsible for own results to his manager. Manager sets the frame and direction, strategy for the independent work. Managers duty is to help the expert in problem solving as a coach.</p> <p>2) Self-organized team consists of team's independent working. Team has its common goal and within teams, individual goals are set. Experts are mainly responsible for work results to the team and the team in its turn to the management. Manager/ Management sets the frame and direction for the team and supports its learning, for example using group development discussions and peer-support. Manager's role in the team is to be a facilitator and a coach.</p>	<p>"Coaching is a process where the coach helps people to use their assets to be able to achieve their goals"</p>

Practices include:	
<ul style="list-style-type: none"> - each self-organized team should have <i>an own identity</i> and a <i>common nominator</i>. - <i>Roles and responsibilities</i> need to be clear - <i>clear common rules</i> in order to know the boundaries and frame for acting - feedback from metrics, peer-evaluation and managers. 	<ul style="list-style-type: none"> - non-guiding coaching relationship, where the coach does not give any guiding, instructions nor answers. - A coach is a facilitator who makes things possible

3.5 **HOW** Current Self-determination Practices Are Done in Porvoo

Self-determination as a concept was introduced to the employees on a one-day Development day event for the whole personnel of Uudenmaan Employment Office, roughly 700 participants. Self-determination and coaching rose to be important in everyday work life after a short briefing in the subject, but nobody actually told how to manage oneself and what coaching really is.

TE Office in Porvoo, is divided into three service lines and each service line has their own managers and own ways of acting. TE Office in Porvoo does not have a certain common *managing model*. The Uudenmaan TE Office structure is shown in picture 2. For a manager in neighboring municipalities, it means that in the worst case, the manager manages all five sub-office personnel on a certain service line. As the results in the interviews indicate, it is geographically hard and demanding to manage properly all subsidiary offices, which gives pressure to the manager. One person manages all on a certain service line in all five subsidiary offices; another option is to unofficially share management with a co-manager; and a third option in use is that managing is geographically divided between two managers.

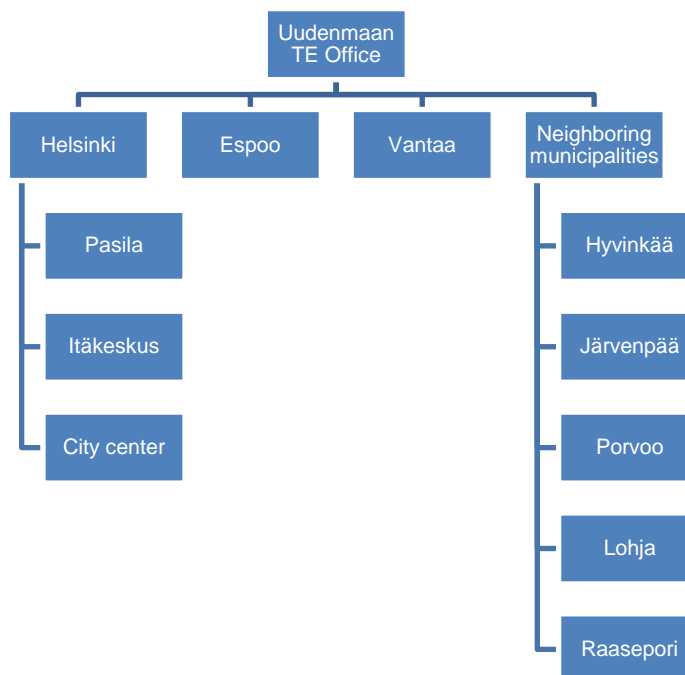


Figure 5. Uudenmaan Employment Office structure geographically.

Therefore, it was often mentioned that there is lack of managers present at the office. Due to the geographical structure seen in Figure 5, it is demanding to manage all TE Offices under the neighboring municipalities. The existing managerial structure entail quite many employees for each manager, in average over 20 employees. Among managers rose the concern that they don't have the chance or time to get to know their subordinates and be a part of their everyday work at the office. They felt in a way distanced from their subordinates.

The results in the interviews also indicated that in TE Office, Porvoo there seems to exist as many managing, self-determination and coaching models as there are managers.

3.5.1 Managers' Point of View on Self-determination Practices

In the interviews interviewee M1 describes self-determination in the way that self-steered individuals or teams are capable to manage own work, including planning own schedules, knows the goals and where they are heading, what is expected of them as individuals and as a team. It is important that the team have the required tools to be able to reach the goal. Self-determination is continuous learning.

“Challenges in actualizing self-determination might result from government’s long tradition from having guidelines, very strict rules and ways of acting set from management above. People are used to wait for clear guidelines how to do things and how to act.” - M1, manager

“It can be a big deal to learn away from old habits, from one day of having clear and strict guidelines to suddenly change into acting in a self-determined way. It cannot be learned overnight.” – M1, manager

“There is no actual handbook on self-determination on what is right or wrong, nothing that determines how it should be done.” – M2, manager

Interviewee M2 says that self-determination is all about group dynamics; when the team manages and works on its own, they hardly need a manager. M2 the role of a coach not a manager. In conflicts, M2 strives to get the team to solve their own issues and problems and emphasizes the importance of communication within the team. However, in conflict situations takes the role as a negotiator and a contact person to the healthcare if needed.

Another angle that came up in interviews is a question if self-determination is suited for a stiff hierarchical organization like the government. There are laws, guidelines and strict rules that set up the frame for work. Therefore, questioned how self-determination fits the organization and is it the most suitable option for work culture.

Interviewees explain that a metric for self-determination is organizations monthly reports. Every month comes a follow up on the monthly results and how the team has reached the goal set for them. Results show the monthly results to the whole team on individual and team level. Some managers where able to draw conclusion on how self-steering a team is from the monthly reports results. Conclusion of better self-steering for individuals and teams actualize the better the results they make. Teams follow up the results in their own team meetings and continuously develop their work practices.

Among some managers rose the insight that managers are not needed in the same way as before. If the team is fully self-steered the team functions on its own and managers are not needed that much. Managers feel they do not have the substance knowledge

and cannot even help in everyday work. Managers role has changed into being a supportive facilitator that makes things possible.

Managing subordinates is overall seen demanding due geographical reasons. Each manager has employees in several TE Offices on a broad area with long distances. A common nominator in the results where that there is not enough time to manage it all as well as they wanted to. There are limited resources to be present at the TE Offices. It also was felt to effect poorly on getting to know your subordinates. Managers felt that the wellbeing of the team relies a lot on the team members and that the team communicates with the managers if they notice something worrying.

3.5.2 Employees' Point of View on Self-determination Practices

The results from the interviews show that self-steering exists in various non-structured ways and many employees experience they have practically always been self-determined. Governments launched Self-determination concept is a mystery for major part of employees. Many questions rise around the self-determination concept, what it is, how to be self-determined, what are management's intensions and expectations, what are the roles and responsibilities, and most of all a clarity of the concept.

In results came up in several occasions that work is more solo than working as a team. Majority of the interviewees commented feeling left alone and abandoned with their work and challenges because of lack of support from the manager and the management. In majority of interviews came up the uncertainty of the role and responsibilities of a manager as it is felt that managers avoid responsibility by pushing it on the individuals. Which on the other hand has led to questions concerning decision-making, which decisions can be made of the employee, within teams or must go through the manager.

Self-determination in every day work appears as possibility to do work on distance, make own schedules, flexible workhours, being able to puzzle work and spare time to fit each other. These where things that increased wellbeing at work and made it pleasant. Some interviewees saw it as a competitive benefit when comparing different employers.

3.6 Comparison of Self-determination in Documents vs. Current Practices in Porvoo

Comparing practices existing in Porvoo to practices in existing document it appears that self-determination and coaching has not yet reached their full potential. In existing documents (KEHA, document 2016) has listed essentialities for self-determination to be able to work and in Porvoo these are partly unclear. The essentialities that are unclear are; clarity on the concept of self-determination and coaching, clear roles and responsibilities, and common rules in order to know the boundaries and frame for acting.

Interestingly most employees feel they work in a self-determinant way and have always done it. Still even if the definition of self-determination sounds clear in existing documents there is a need for clearing the concept, intentions, expectations and how to be self-steered to employees. Clearly it has not been properly introduced and marketed to work community. As a result of poorly handled introduction it has a slight negativity to it now that should be corrected. As in existing documents self-determined way of working should increase the meaningfulness and efficiency towards work but interviews show it has affected decreasing on innovativeness and interest towards developing processes. Results supported that self-steering makes work meaningful and therefore keeps up motivation. To have an influence on own work is important and according to the results from the interviews self-determination makes it possible.

Comparison to the self-determination concept in documents and practice is that the managerial role and task is unclear which lead to employees feel abandoned and left alone when challenges arise. Most feel that individually they work self-steered but not necessary their team. In existing documents, the managers role in self-determinaion is bigger than it is felt in practice. Worrisome is the lack of trust that managers will notice if there is a need of support, as the managers seldom is presence and does not know what happens in the office in everyday work.

Table 1. Comparison of the Self-determination (concept understanding) in documents vs. practices in TE office in Porvoo.

<i>Self-determination (in documents)</i>	<i>Self-determination in Porvoo</i>
Definition:	Understanding of the concept
<p>1) Individual self-determination is an expert's independent work and the individual is responsible for own results to his manager. Manager sets the frame and direction, strategy for the independent work. Managers duty is to help the expert in problem solving as a coach.</p> <p>2) Self-organized team consists of team's independent working. Team has its common goal and within teams, individual goals are set. Experts are mainly responsible for work results to the team and the team in its turn to the management. Manager/ Management sets the frame and direction for the team and supports its learning, for example using group development discussions and peer-support. Manager's role in the team is to be a facilitator and a coach.</p>	<p>The intention and concept of self-determination and coaching is unclear.</p> <p>Many feel that they have been self-determination long before it was even launched.</p> <p>In some interviews the concept was thought to be transitory and trendy for a short while.</p> <p>Results indicated strongly that coaching does not exist or experienced.</p> <p>As self-determination was experienced ability to distance working, flexible worktime, able to organize own work schedule.</p> <p>For some interviewees the concept is clear, but they didn't feel it was enabled in Porvoo.</p> <p>A general comment was; what are managers needed for? What are their responsibilities and their work task in this concept?</p> <p>Experience of self-determination to be a way for managers to avoid responsibility and act when challenges arise.</p> <p>Many felt left alone and abandoned, concerning decision-making, challenging situations. Managers experienced hardly presence and poorly reachable. Some level of lack of trust toward management.</p> <p>Overall unclarity has the effect of decreasing innovative work attitude and just doing what is required every day.</p>
Practices as in documents:	Current practices:
<p>1. Each self-organized team should have <i>an own identity</i> and a <i>common nominator</i>.</p> <p>2. <i>Roles and responsibilities</i> need to be clear</p> <p>3. <i>Clear common rules</i> in order to know the boundaries and frame for acting</p>	<p>Employees indicate that they have practically always acted in a self-determined way.</p> <p>Teams in Porvoo are not yet self-determined, they are in the beginning of the journey. It requires time and patience.</p> <p>Roles and responsibilities are felt to be unclear. In results rose comments that within teams has rose different unofficial roles.</p>

<p>4. Feedback from metrics, peer-evaluation and managers.</p>	<p>Office lack common rules. There is a demand of clarity in common rules and boundaries so that everyone is equal.</p> <p>Feedback; every month everyone and team/individual gets a rapport on the results. It is meant that each team handles the results on team meetings. Managers have own systems they can analyze metrics and discuss in team meetings or individually.</p> <p>Group development discussions are held once a year. Individual development discussions are held but not regularly.</p> <p>Feeling that it is not much that can be self-steered what comes to work tasks, as we all get the goals from management and have legislation to follow. It does not give much to influence on.</p> <p>Some teams have never met their manager. And in other teams they have close regular contact with their manager. Huge differences between teams.</p> <p>Some teams have strict instructions from management on how to do each work task as other lack common instructions and can adapt in use.</p> <p>Feeling that managers trust the employees.</p> <p>In challenging situations help is usually found from a colleague. Colleagues help each other.</p>
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3.7 **HOW** Current Coaching Practices Are Done in Porvoo

As a part of the organization culture change managers role was modified. Instead of the traditional manager that controls and gives orders the role changed to become a supportive coach for the self-steered employee.

“A coach is a facilitator; his/her duty is to present set expectations both on team and individually and give tools to be able to reach the expectations.”

– M1, manager

3.7.1 Managers' view on coaching

In interviews appear shared views on coaching and being a coach. Some clearly consider themselves as coaches while some consider themselves more as a traditional manager rather than a coach. Mentioned there still must be a manager who must make decisions.

3.7.2 Employees' view on coaching practices

The results from the interviews was coherent among interviewees, no one recognized coaching practices taking place. One reaction was "What is coaching, do we have it?"

"It feels like managers use the term coach to hide from taking responsibility"

– E1, employee

3.8 Comparison of the Current Practices in Porvoo to the Existing Guiding Documents

Current practices differ greatly from the existing guiding documents. Current practices concerning supportive coaching from managers does not exist according to the interviewees. Interviewees knew what coaching stood for. Often mentioned was that managers use the term coach frequently, but it was unclear why it was used. Among interviewed managers rose a concern that have they got enough education in the matter to act as a coach.

Table 2. Comparison of the Coaching (concept understanding and practices) in documents vs. practices in TE office in Porvoo.

<i>Coaching (in documents)</i>	<i>Coaching in Porvoo</i>
Definition:	Understanding of the concept
<i>"Coaching is a process where the coach helps people to use their assets to be able to achieve their goals"</i>	<p>Employees have heard and know what a coach is meant to be but have not recognized it in practice.</p> <p>Some managers have adapted the role as a coach.</p>

Practices as in documents:	Current practices:
<ul style="list-style-type: none"> - non-guiding coaching relationship, where the coach does not give any guiding, instructions nor answers. - A coach is a facilitator who makes things possible. - It is not necessarily the own manager that is the most suitable coach for the individual or team. 	<p>The title coach is heard in sentences and explanations. Managers use it frequently.</p> <p>The coach title is felt to be used to avoid responsibility.</p> <p>Comment from managers is that they haven't been properly educated in how to be a coach.</p>

3.9 Key Findings from the Current State Analysis

Many strengths and weaknesses were revealed in the current state analysis conducted in Data 1 collection stage. Findings that are discrepancy from existing guiding documents. Self-determination is supposed to increase meaningfulness to work as its best. But results in the current state analysis indicate that self-determination has got a negative image though some features are seen positive and does make work more meaningful. The term self-determination and coaching have a negative tone that should be cleared, and usage of these terms need carefulness.

As a summary the key findings from the current state analysis of self-determination and coaching from interviews, discussions and workshops in Data 1 collection stage are listed in table 3.

Table 3. Key strengths and weaknesses found in the current state analysis.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Many work as self-determinant as possible within current circumstances. - Employees need their managers. - There is a will to make a try to get it to work but it needs time, patience and effort from expert to managerial level. 	<ul style="list-style-type: none"> - Unclear concepts, structure, frames and expectations of self-determination and coaching. - Coaching is felt totally missing - Loss of potential unrecognized knowledge. This appears as passiveness in employees and decreased motivation and well-being at work. - Need of support and time.

One of the key findings, listed in Table 3 as weaknesses in the current state analysis is the result that poorly handled introduction and maintenance of self-determination leads to decreasing use of employee's potential. In results show that bright potential employees that have ideas, skill and knowledge to develop work has become passive due to the poorly handled situation. In the process motivation and interest has decreased and employees do nothing but the required. Employees' expertise go to waste in worst case scenario. Managers where worried that they distance from the subordinates as they don't have the necessary time to get to know the subordinates and therefore it is a risk to not notice employee's potential expertise that could be taken into use.

Another key finding presented in Table 3 is that managers are needed and especially those who are present and has an overview what happens at the office every day. Results also indicate that self-determination would perhaps proceed forward if managers would act as role models and show its importance. Managers are needed, it has become clear in the current state analysis. Results show the need of an involving manager that takes part. This is also related to the worry from both managers and employees that the need of support always should be recognized.

In conclusion to the current state, self-determination and coaching in Porvoo exist in some extent, unclear concept and intentions, unstructured and is in a need of improvement from both employees and managers. Now it does not give the gains it is potential to give at its best.

Next, Section 4 presents suggestions from existing knowledge and best practices in self-determination and coaching. The findings will form the conceptual framework for this thesis.

4 Existing Knowledge / Best Practice on

This section discusses the concepts and best practices of self-determination and coaching in existing knowledge. The findings will form the conceptual framework for this thesis.

4.1 Self-Determination

“In all its simplicity self-determination mean that you bring your brain and heart with you to work”.

(Martela & Jarenko, 2017, pp 314)

Self-determination exist on different levels and appears in different ways depending on the dept of self-determination. As in the citation of Marela & Jarenko (2017), as in all its simplicity it can mean that you take your brain and heart with you to work. This level of self-determination can be managed with a traditional management role. The deeper self-determination in the organization the more it demands from employees and management. (Martela & Jarenko, 2017, pp 314)

Frank Martela (2017: pp 12) claims self-determination to be a feature in individuals and self-organization a feature for teams. According to Martela self-determination describes a person’s ability to act without external guidance and control. Martela presents that there are three requirements for being able to be self-determent. Firstly, be motivated and want to do things self-imposed without external force or order. Secondly, have a goal for self-determination and thirdly, have the acquired competence to be able to achieve the set goal. The needed competence is something managers traditionally has done for the employees before. Competences that are part of self-management like prioritizing, time-management and control for own tasks and resources. Without acquired competence self-determination cannot actualize. (Itseohjautuvuus, Martela, 2017)

4.1.2 Self-Determination Theory

Self-determination is not a new thing; it was in year 1969 that Edward Deci realized that external rewards does not always increase individual's motivation. Self-determination theory (SDT) is about individual's personality and proactive thrive to do things that are meaningful and interest themselves. According to professors Ryan & Deci (2017: 10) Self-determination theory is about human motivation and personality based on three basic psychological needs; **autonomy**, **competence** and **relatedness**. When these three basic needs are fulfilled it is an optimal situation for motivation, personal development and wellbeing.

1. Autonomy – Being able to influence and making decisions in own work.
2. Competence – Capability and knowledge to do things and getting things done. Individual believes in oneself and that the given task will be successfully done.
3. Relatedness - Stands for human need of social relations and belonging. It is divided into individuals contact to other and that own actions have done good to others.

4.1.1 Intrinsic Motivation

There are two kinds of motivation; intrinsic and extrinsic. Extrinsic motivation is based on rewards and avoiding penalty. Intrinsic motivation comes from inside of individuals and consists of three elements autonomy, competence and relatedness. Intrinsic motivation is proactive and forms as we are doing something inspiring that excites and is meaningful. Intrinsic motivated individuals are doing well and are more productive than individuals driven mainly by extrinsic motivation. In organizations managed by result it is worth putting effort on intrinsic motivation. (Sisäinen motivaatio Martela & Jarenko: 2014)

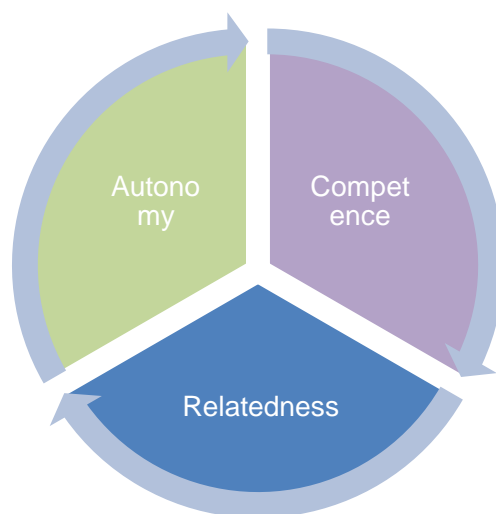


Figure 6. Intrinsic motivation circle. (Sisäinen motivaatio: 2014, pp 32)

In Figure 6 is presented the intrinsic motivation circle. According to Järvillehto (2013) these three elements as in Deci & Ryan's self-determination theory is autonomy, competence and relatedness support and need each other for full potential. Järvillehto explains that by adding autonomy it facilitates to new challenges and experiences which lead to greater competence that can be passed on to others and do good. Investing in these three basic elements inspire employees to do their best and result in well-being, motivated and individuals fit for work.

Ulla Vilkmán (Webinaari 5.3.2018 Clouddriven) talks about meaningfulness, it is shown to be that when employees experience their work meaningful, they are more productive and do better. When work is seen meaningful the need to increase motivation is less important. Vilkmán points out that it is managers task to bring meaningfulness into employees work by coaching. (Webinaari 3.5.2018, Clouddriven) Micromanaging and control on the other hand decrease feeling of autonomy and decrease inspiration and build up resistance. (Sisäinen motivaatio: 2014: pp 29)

4.1.2 Self-determination Practices

Hanna Poskiparta and Tuuli Viranta from Novetos (2018: 1) states that work has changed to become more predominantly specialist work which lead to greater need for self-determination and self-management skills. Poskiparta & Viranta mentions that organizations in order to master the rising need of self-determination set goals like better stress control, feeling of control, time management and productivity. In additions to these goals Poskiparta & Viranta emphasizes the need to improve self-determination skills. To be able to do that it requires better self-knowledge, recognizing own strengths and weaknesses, tendencies, values and motivation factors. (Poskiparta & Viranta 2018: 1)

Satu Pihlaja points out that we live in a turning point in work life where responsibilities of own work tend to shift more and more to the employees. (Webinaari itsensä johtamisesta 3.5.2018)

Karolina Jarenko presents in a podcast (Kunteko) the three dimensions of self-determination. According to her the first dimension is where individuals act independently in their own work, making own decisions and managing themselves. The second dimension is when employees take control of their own work in order to actively develop work, such as inner processes, meeting practices and ways of acting. The third dimension is co-organizing work with manager. In the last dimension self-determination has proceeded a long way and, in this stage, self-organized teams run their everyday work and do partly or most of the managers traditional work. Within the third-dimension managers role changes radically from traditional manager to becoming a coach for the self-organized team.

“Self-determination grounds on mutual trust between among employees and managers and being based on that self-determination can grow.”

Johanna Sinkkonen, Service manager at Järvenpää home healthcare

Johanna Sinkkonen has been part of a corporate cultural change into self-determination in Järvenpää in a home healthcare unit. Sinkkonen states that employees should be in

the change process from the very beginning to get a good foundation for further development. In the beginning to avoid future challenges Sinkkonen strongly recommend handling the process with employees and how it affects the work, possible anxiety towards the change and its benefits and cons. (Kunteko podcast and article)

Ulla Vilkmann specifies that an employee in a self-determined organization must have a clear picture of the organization's goals, what is expected from the employee, work description and which are the employee's responsibilities in order to be able to act self-determined. Employees must also know how work is measured in order to be able to organize own work toward reaching the goal. (Webinaari Clouddriven 3.5.2018)

Tuomas Syrjänen and Arttu Tolonen ((Martela Itseohjautuvuus 2017: pp 205-206) from company Futurice point out that transparency is a basic requirement for self-determined organization. Transparency concerns everyone in the organization from management till employees. Transparency requires openness and everyone must take responsibility for themselves and their own doing and their environment. Syrjänen & Tolonen claim that transparency and autonomy need each other to actualize. According to them transparency increase trust and affect positively on the organization.

4.2 Coaching

Juha Kangas from Business Coaching Institute points out that organizations are aware of the gains and pros with an agile and more considerate approach, but it does seldom fall in naturally in the organizations working practices. Kangas mentions that employees emphasize individuality, flexibility and own development possibilities. According to Kangas today's working life is above all about social- and communication skills and noticing. Encountering's with people determine the outcome and coaching is an excellent tool to discovering people's potentials. (Article: Itseohjautuvuus parantaa työskentelyn tehoa ja tuloksia, 2018)

Harri Hirvihuhta (2006: pp 7, 8) definition for a coach is a person who thrive to help employees finding best solutions to different challenging situations, helping employees to grow their competence and improve their work performance. The coach can be a person from inside the organization or external. Hirvihuhta (2006) describes the possibility

for the organization to build up an own coaching network. Own coaching network within the organization has the advantage that the coaches know the organization, goals and way of working.

According to Hirvihuhta (2006: 10) persons who has a demanding, conceptual thinking or strenuous work benefits from coaching. Trough coaching the coachee gets a neutral discussion partner who challenges to evaluate goals, own resources and challenging situations at work. Hirvihuhta specifies that managers can act as coaches in organizations even if it is in some situations better to choose an external coach to benefit the most. Another aspect that Hirvihuhta points out is that in an organization where employees are expected to follow precisely described processes given from management does not benefit from coaching. (Hirvihuhta 2006, 10, 12)

Kaj Hellbom (2005: 87-91) definition on coaching is goal-oriented helping others help themselves towards achieving their goal. Hellbom identifies that managers role is undergoing changes. Employees expectations are growing, and managers are expected to encourage and inspire employees. Employees expect support and a sparring partner from the manager concerning own competence and personal development. Furthermore, employee counts on the manager to inform whether the track is right or not. Hellbom states that it is important that the manager has the competence to be certain and guiding and at the same time space giving and supportive in order to give the employee space to own responsibility and own development. Hellbom continues that coaching as part of managerial duties is considered a management style. Hellbom specifies that a typical situation could be when employee asks for help and the manager does not have the answer nor solution. In this situation it is natural that the manager takes the role of a coach and supports and walks along as the employee searches for the solution. (Hellbom 2005: 87-91)

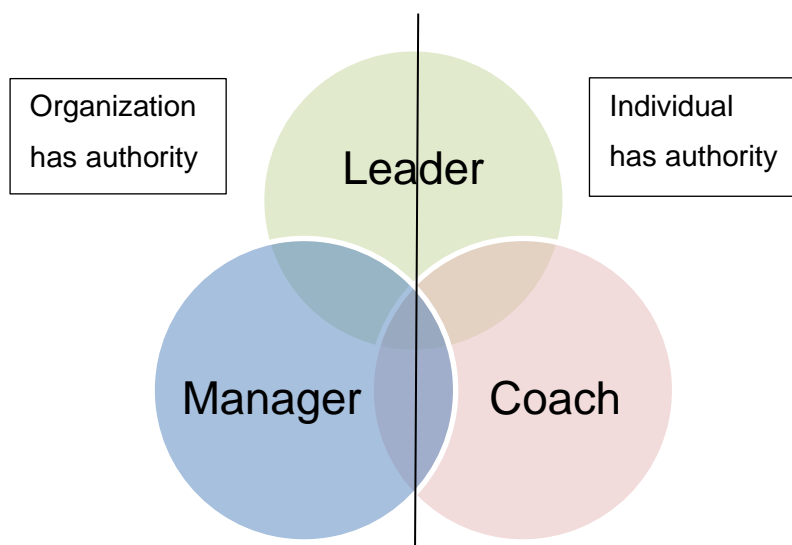


Figure 7. Managers three main roles according to M. Downey (2003).

In figure 7 is M. Downey's (2003) model of managers three core roles. Carlsson & Forsell (2012: 36, 37) describes that managers role vary depending on whether the matter concerns organizational- or individual situations. These roles are by no mean exclusive but mostly overlap one another. *Leader* stands for leading people, *manager* role concentrates on everyday goals and processes, organizing tasks and responsibilities and controls that rules are followed. Taking the *coach* role, the manager supports and maximizes the employee's chances to succeed, learn and do well. Carlsson & Forsell underline the importance of self-development of all three core roles in order to build the most authentic, personal and suitable roles for oneself. Carlsson & Forsell claims that to act in the role of a coach requires that the manager has thoroughly adopted the role, attitude and tools of a coach. (Carlsson & Forsell, 2012: 34-39)

Carlsson & Forsell (2012: 39) describes use of coaching techniques in managerial duties as suitable in performance reviews, team meetings, educations and discussion with employees. Carlsson & Forsell suggest that managers could benefit from coaching techniques more for example preset one-to-one discussions with manager, in everyday talks at work and setting coaching-appointments once a month to follow up on current topics, ongoing projects and how goals set in performance reviews are progressing. (Carlsson & Forsell, 2012: 39-41)

Eila Jylhä (2005: pp 28) defines the goals of coaching is to help and challenge the coachee to find inner resources, promote individual learning, self-knowledge, evolve own

role in organization and improve efficiency. Coaching focuses on the potential and possibilities and strives for the coachee to appreciate, develop and take advantage of own potential to gain own and organizational benefits. Jylhä continues with the importance of unofficial talks between manager and employee. Jylhä emphasizes significance of caring as a coach, the ability to participate and involve, be present, give time, bear and cherish trust. Caring is also to do follow-ups on performance, keeping promises and achieving set goals. (2005: pp 28, 29)

Professional guidance is a way of coaching and is described by Hirvihuhta (2006: 16, 17) to deal with burdening situations at work. Purpose with professional guidance is to help persons to cope better with their work and develop their professional ability. Professional guidance is usually carried out in smaller groups or work pairs. Professional guides role is to listen and have a supportive and understanding attitude. According to Carlsson & Forsell (2012: pp 45) professional guidance is also used to increase relatedness and sense of community.

Act as a sparring partner is also kind of coaching and is described by Jylhä (2005: pp 26, 27) to be a way to ask for help in a challenging situation. A sparring partner is an inspiring person who helps to take advantage of own resources efficiently. A sparring partners questions but does not guide or tell what to do but gets the person to actively ponder own questions. (Työnohjaus 2005: 26, 27)

4.3 Management in a Self-Determined Organization

According to Kaj Hellbom, Ceo from Business Coaching Institute traditional management models need to change to fit as the world is changing in a fast pace and becoming more and more complex. Hellbom claims that for an organization to become more agile and competitive it needs to learn and encourage employees towards autonomy in order to bring out the employees' competence in the best way. (Article: Itseohjautuvuus parantaa työskentelyn tehoa ja tuloksia, 2018)

Hanna Poskiparta and Tuuli Viranta (2018) has done research in how managers managed their own self-determination and how they felt they managed to enable self-determination for subordinates.

In Helsingin Sanomat article (Palveluksessanne, 2019) Paul Juuti, emeritus professor in management and organizations states three things that improve management skills, they are *serve*, *encourage* and *self-management*. He says leadership is comparable with customer service. With serving in context of the managerial role that the manager should remember that they are there for the subordinates, appreciate their professional knowledge and skills and to organize their success. It is important for subordinates to feel as much as possible succeeding in work in order to do better oneself.

“A good definition of managers task is to bring out the best potential in employees in a way that the downsides do not cause harm”

Emeritusprofessor Pauli Juuti

According to Juuti managers can by encouraging the subordinates bring out their strengths and skills, he is convinced that in everybody lies skills that they don't know about and this way get them to surface. Important to encourage and walk along the developing process in good or bad even if the subordinate tumbles and fails. Last, he points out how important it is for managers to manage themselves. Meaning that it is important to regularly evaluate own competence because there is always something to improve. (Article: Palveluksessanne: 2019)

Sinkkonen claims that the manager has an important role in the change process, presents the managers at the heroes of the change process. Managers task is to progress self-determination process by being able to picture the entity, knowing employees and coaching them forward. Managers can influence on the progress with their speech and own doing. Sinkkonen admits that pressure and demands on managers in the change process is huge, but that it in the end it is worth it. Pressure to be able to manage change at the same time as own work changes is hard. (Kunteko podcast and article)

Syrjänen & Tolonen (Itseohjautuvuus, Martela, 2017, pp 211) discusses management in a self-determinate organization. They state that a self-determinate organization better not be led by an absent manager. Self-determinate organization may demand more intensive presence from the manager than in a traditional hierarchical organization. Syrjänen & Tolonen presents that self-determined organizations also must be managed, but in a different way than before. Management needs credibility, gaining it by contributing to the activities at work and other important tasks are listening, communication,

encouraging employees to manage them selves to be able to make own decisions, suitably challenge employees to grow as person and only when necessary intervene in things.

“Managing a self-determined organization demands self-confidence, fearlessness, thick skin and nerves of a cow, but it will turnout good. At its best it is like dancing on a knife blade of chaos.”

Syrjälä & Tolonen, Futurice

Martela & Jarenko (2017, pp 315) specifies that managers should not hide in the office or behind power points but take part in everyday work and guide implicitly and sometimes even directly activities. Employees need different kind of support to be able to do their work and achieve set goals. (Martela&Jarenko 2017: pp 315). Martela & Jarenko (2017: 315) as also Syrjänen & Tolonen (2017, pp 212) emphasizes the importance of dialogs between employees, managers or persons in organization to get to know the person, wellbeing, how work is going, feedback, thoughts or anything that comes in mind.

4.4 Conceptual Framework of this Thesis

The conceptual framework for this thesis is built on three main concepts for the thesis as they are also the main weaknesses found in the current state analysis. The conceptual framework consists of Self-determination, Coaching and Management in Self-determined organizations. Questions like what self-determination is, what is coaching and how is a self-determined organization managed. The conceptual framework defines concepts through exploring in existing documents and literature found on the topics in order to find solutions and best practices to existing problems that hindrance organization to reach its potential. The conceptual framework is presented in Figure 8.

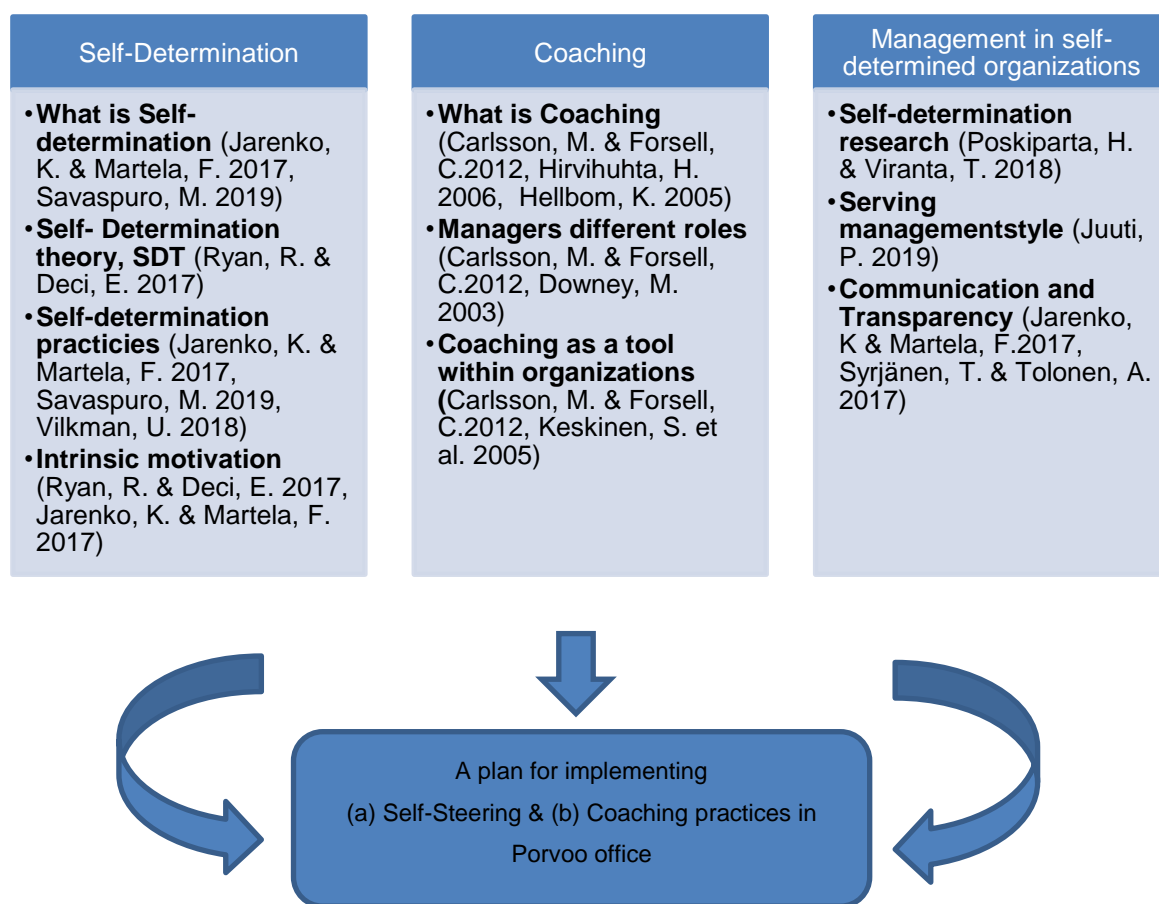


Figure 8. Conceptual framework for this thesis.

The conceptual framework is divided into three categories; self-determination, coaching and management in self-determined organizations. First category is self-determination where it begins with defining self-determination and secondly the theory behind self-determination is specified. Thirdly focus lies on intrinsic motivation that strongly affects self-determination. Fourthly definition, theory and affecting intrinsic motivation are combined into best practices of self-determination.

The second category focuses on coaching, firstly defining what coaching is about and secondly understanding the managers three main roles and finally explore how coaching can be used as a tool within organizations.

Third category deals with management in self-determined organizations. It begins with results from a research on self-determined managers and secondly explore serving management style ending up with importance of transparency and communication.

Findings from the current state analysis and ideas from literature and best practice selected and merged into this conceptual framework form the basis for building a proposal for how to implement self-determination and coaching for real in the case organization.

5 Building Proposal on implementing (a) Self-Determination and (b) Coaching Practices in the Case Organization

This section combines the findings in current state analysis from Section 3 with insights from the conceptual framework in Section 4, resulting in a proposal that would enhance implementing (a) self-determination and (b) coaching practices in the case organization. First, Section 5 presents an overview of the proposal building stage. Secondly, there is a description of the proposal building process, and thirdly the final proposal is presented.

5.1 Overview of the Proposal Building Stage

The goal with this thesis is to build up and propose a plan for implementing self-determination and coaching practices in case organization. The proposal is co-created with different stakeholders within case organization. This proposal stage is the source of second round of data for this thesis.

In the current state analysis, Section 3, there were significant issues identified to surface. Firstly, the current state analysis reported that concepts of both self-determination and coaching is unclear among employees, it showed a need for clarification of concepts, intention and structure. Secondly, in the organization seems to be quite lot implicit unrecognized knowledge that go to waste. This result in employees becoming passive, decreased motivation and decreased well-being at work. Thirdly, an issue is that employees need managers and need their support and encouragement in everyday work. Literature and best practices were studied and then the relevant ones selected into the conceptual framework in Section 4. Insight from literature was utilized to build up a proposal for the case organization.

The proposal of the plan how to implement self-determination and coaching practices in the case organization was co-created with several stakeholders from experts to managers. First the strengths and weaknesses from the current state analysis where presented to the managers. Unfortunately, only one manager participated. In this discussion, it was noted that something should be done. Secondly, the results from the current state analysis where presented to a group of experts for evaluation and to co-create a proposal plan. A proposal that takes into consideration the main issues that was found in the current state analysis is presented below.

5.2 Findings of Data Collection 2

The proposal building process started with collecting Data 1 for the evaluation on the current state of self-determination and coaching within case organization. In the current state analysis, three main issues were determined to be developed and improved. These three areas are as whole entities *self-determination*, *coaching* and *management in a self-determination organization*. For the proposal building suggestions, ideas and comments were asked from stakeholders. Data 2 was collected from discussions, interviews and a workshop. The suggestions are presented in Table 4.

Table 4. Key stakeholder suggestions for proposal building (Data 2) in relation to findings from the CSA (Data 1) and the key elements CF.

	Key focus areas from conceptual framework (from Data 1);	Suggestions from stakeholders (Data 2)	Description of the suggestion
1	Self-determination Unclear concept, unstructured, intentions and expectations. Decreased motivation and Well-being at work.	Clarify concept for employees and managers. Development days. Professional guidance. Increase motivation and well-being Enhance grouping Follow ups Start with one self-determined group and then expand	Implementation of the self-determination concept could start all over. Starting by describing what, why and how for personnel. It could be wise to use an external person to do this. It could be a development day for the office. Facilitate and encourage personnel to develop themselves and the teams for example twice a year. This would also increase motivation, grouping and well-being at work. Suggest different supporting services, for example Professional guidance for self-determined teams or individuals if needed. Within the organization exists a professional guidance network. Remember to regularly follow up on how self-determination and self-organized teams are proceeding. Suggested to start with one team to turn more self-organized, small steps at the time beginning for example from meeting practices and grouping.

2	Coaching Unclear and unstructured concept. Not available within office.	Educate coaching Get it in the everyday work	If coaching is supposed to be one role for the manager, it would be preferable to educate managers. A coach needs to know techniques and how to coach to be able to do it in practice. Coaching should happen regularly, used in weekly meetings for the self-organized teams for grouping. Managers could also use it in the performance appraisal.
3	Management in self-determined organization Managers and management are needed. Need of support and encouragement. Unrecognized knowledge among employees.	Schedule presence Get to know people. Competence matrix Education Feedback Transparency and open communication.	Managers should schedule presence at office in order to have at least one manager present per day. More dialog and communication between subordinates and managers. This way managers get to know subordinates, knows what is happening in teams. Now managers and subordinates feel distant to each other. When knowing each other the self-organized team should do a competence matrix to recognize all implicit knowledge within the team. Managers should get coaching education if it is supposed to be one of the managers roles. Need of more feedback. Information and dialogs within the organization should be open and transparent.

As seen from Table 4, the proposed ideas consisted of three focus areas on self-determination, coaching and management in a self-determined organization. All three focus areas are dealt with separately but in the end they all will tie together and build one entity together as a whole.

The first focus area is self-determination. In the current state analysis, self-determination was often experienced in a negative tone, it has become a term that is used in wrong circumstances and without that much thought. Many felt they were acting self-determined because they must as there is no one to ask for help other than colleagues. On the other side, only a few felt they recognized self-organization within their team. Many desired presence and encouragement from managers. They mentioned that as self-determination came managers disappeared. But within the case organization and the office exist a team that felt they act in a self-determined way individually and as a team

self-organized. This team has strict guidelines how to do the work and rules, their manager walks along with them and is there for them.

During the discussion in the workshop, the participants stressed the importance of self-organized teams to ease the everyday work, concerning common goals, ways to work, easing the workload and feeling of belonging to a group. Speaking of groups grouping was emphasized as important and to be able to do it tools are needed. Relatedness is one part of the self-determination theory (Ryan & Deci 2017) and highlighted as important for the well-being.

Majority answered in the current state analysis that they would need answers to questions what, why and how concerning self-determination. In the workshop when collecting suggestions, the idea came out that it could be good to have a development day at the office on this topic. It was added that managers also should participate, and an external person should come and tell about it and give hands on tips.

In the current state analysis and workshop, the participants pointed out that a decreased motivation was a concern. Self-determination should increase motivation as it gives the individual more autonomy and possibilities to organize own. But this was also seen as a burden when the workload is too big to handle. Another factor that decreased motivation was lack of appreciation towards individuals or teams. In many cases individuals feel that their job is meaningful, but they don't feel it from the management. Open communication and transparency were pointed out to increase trust from management.

The second area is coaching. In almost all interviews for the current state analysis, the answer was that no one had experienced coaching in the organization. As it has been claimed to be one of the managers roles in the organization it was a suggestion that the managers should get the needed education and learn coaching techniques so that it can be used as it is meant to be used. In literature, Carlsson and Forsell specifies the importance of knowing how to coach before anyone starts doing it. After the coaching education there are many occasions for the manager to use coaching and at the same time help the subordinate to develop themselves in the process. These occasions are team meetings, performance appraisals and very longed one-to-one dialogs with subordinates. In literature (Martela & Jarenko: 2012) is emphasized the self-knowledge and that managers should know their subordinates in order to support the best way to enhance the self-determination individually.

One worrying factor came up both in the current state analysis and workshops. It concerns implicit unrecognized knowledge among employees. It was felt that employer don't

care and appreciate employees' knowledge nor encouraging to use unrecognized knowledge. It resulted in passiveness and decreasing motivation, just doing what is required nothing more. In the workshop came a suggestion to this issue that each self-organized team should do a competence matrix in order to map all knowledge within the team. And to have further use of the competence matrix it should be available transparently within the organization.

Finally, it was a common conclusion that, along the journey towards being a self-determined individual or a self-organized team, there should be regular follow ups that the direction is right because there can come hinderances on the way and the manager should be there keeping them right on track. In the workshop was suggested that implementing should perhaps start with one team first, as there is a team willing to enhance their self-organization. There is the will and the actual need. The team is relatively new, with newcomers and persons with more experience from the organization. It was the same team that participated in the workshop and enthusiastically suggested ideas and solutions to issues that came up in the current state analysis.

5.3 A Proposal Draft for Implementing (a) Self-determination and (b) Coaching Practices into Self-organized Team within the Case Organization

A proposal draft is shown in Figure 9 below. The proposal was co-created with stakeholders.

Self-determination	Coaching	Management in a self-determine organization
<p>The plan is an ongoing learning plan that takes the time it needs; regular follow ups keep plan accurate. Estimation for the plan is set for 1 year.</p>		
<p>CSA issue:</p> <ul style="list-style-type: none"> - Unclear concept, what, why and how? - Decreased motivation and well-being at work. - Managers are needed. - Managers feel distanced from employees and teams. 	<p>CSA issue:</p> <ul style="list-style-type: none"> - Lack of techniques to coach - Not available in real meaning yet. 	<p>CSA issue:</p> <ul style="list-style-type: none"> - Not knowing employees - Unrecognized knowledge - Support & encouraging - Managers are needed - Feeling distanced from the employees.
<p>Solutions:</p> <ul style="list-style-type: none"> - Development day including clarification of concept of self-determination. - Setting frames for self-determination, rules, expectations and goals. - Weekly self-determined team meetings: according to self-determined meeting protocol as shared leadership, responsibilities and plans how to achieve monthly goals. - Team starts a option on 20-times professional guidance in order to enhance grouping and processing issues that rise at work. - Practice in everyday work self-determination skills: organizing own work, prioritizing. 	<p>Solutions:</p> <ul style="list-style-type: none"> - Managers participate in coaching education in order to learn coaching techniques. - Practice learned techniques on one-to-one dialogs with subordinates. 	<p>Solutions:</p> <ul style="list-style-type: none"> - Do a competence matrix with team during development day. - Try to schedule more time presence at office. - Regular monthly one-to-one talks with employees. Encouraging to self-knowledge and self-development. - Getting to know employees. - Holding performance appraisal discussions. - Regular follow ups that team is on right track. - Walk along and lead the team into being self-organized.

Figure 9. Proposal Draft.

In conclusion, this Section 5 was about co-creating a proposal on how to implement (a) self-determination and (b) coaching practices into the case organization. Overall stakeholders involved were even to an extent excited for this project and saw the opportunities and benefits this can give them concerning everyday work.

Next, In section 6 the proposal draft is validated with the key stakeholders in the case organization.

6 Validation of the Proposal

This section reports on the results of the validation process. This section also describes further developments and improvements to the Initial proposal. At the end of this section, the final proposal and the action plan and recommendations are presented.

6.1 Overview of the Validation Stage

Validation is done for the proposal co-created with the stakeholders. Co-created proposal for implementing (a) self-determination and (b) coaching practices in the case organization is presented in Section 5. The co-created proposal is built according to issues that were found in the current state analysis, Section 3. The reason to co-create the proposal is since the outcome should be permanent and long-lasting it felt important to take along the persons it will affect, and as the topic is self-determination it can't be done without the persons involved.

In the organization culture, in a change as big as this, it is important for all stakeholders to understand and realize for themselves what the change is all about and how it effects on them and their daily work and what possibilities and benefits this gives every stakeholder. When introduction is properly done, and stakeholders get the needed tools the outcome is more permanent. The framework has been validated by managers and stakeholders involving the testing.

First, the proposal was presented and validated by managers and stakeholders. Second validation was done via practical testing via the professional guiding by the stakeholders involved. Validation discussions with stakeholders involved in the process was a natural choice as it involves close to their daily work and had the knowledge if it is doable and is it possible to reach desired outcome. These two validations are the third data conduction.

6.2 Final Proposal

Based on the feedback and comments from the stakeholders, the final proposal follows the same logic as the initial proposal. The key stakeholders agreed to and approved of the proposal. Only things that was mentioned in the validation discussion was that it is difficult to draw a timeline as it is so individual how long or short time it takes to adapt new ways to work. Therefore, it was stressed as important that all involved can take their own time and make own realizations and with one step at the time proceed.

The key stakeholders participating in the validation discussion also pointed out that, in a huge organization like the government office, it is not easy to make office wide changes like this, but it is possible to affect a separate team within the organization.

The key stakeholders required and emphasized the need for the regular follow ups that the change is on the right track. The co-created proposal is proposed to be implemented as they are in the proposal.

The Final proposal is shown below in Figure 10.

Self-determination	Coaching	Management in a self-determine organization
<p>The plan is an ongoing learning plan that takes the time it needs; regular follow ups keep plan accurate. Estimation for the plan is set for 1 year.</p>		
<p>CSA issue:</p> <ul style="list-style-type: none"> - Unclear concept, what, why and how? - Decreased motivation and well-being at work. - Managers are needed. - Managers feel distanced from employees and teams. 	<p>CSA issue:</p> <ul style="list-style-type: none"> - Lack of techniques to coach - Not available in real meaning yet. 	<p>CSA issue:</p> <ul style="list-style-type: none"> - Not knowing employees - Unrecognized knowledge - Support & encouraging - Managers are needed - Feeling distanced from the employees.
<p>Solutions:</p> <ul style="list-style-type: none"> - Development day including clarification of concept of self-determination. - Setting frames for self-determination, rules, expectations and goals. - Weekly self-determined team meetings: according to self-determined meeting protocol as shared leadership, responsibilities and plans how to achieve monthly goals. - Team starts a option on 20-times professional guidance in order to enhance grouping and processing issues that rise at work. - Practice in everyday work self-determination skills: organizing own work, prioritizing. 	<p>Solutions:</p> <ul style="list-style-type: none"> - Managers participate in coaching education in order to learn coaching techniques. - Practice learned techniques on one-to-one dialogs with subordinates. 	<p>Solutions:</p> <ul style="list-style-type: none"> - Do a competence matrix with team during development day. - Try to schedule more time presence at office. - Regular monthly one-to-one talks with employees. Encouraging to self-knowledge and self-development. - Getting to know employees. - Holding performance appraisal discussions. - Regular follow ups that team is on right track. - Walk along and lead the team into being self-organized.
<p><i>Follow-up:</i></p> <ul style="list-style-type: none"> - <i>a regular follow-up of the current status, development need and further actions.</i> 		

Figure 10. Final proposal for implementing (a) self-determination and (b) coaching practices into self-organized team within the case organization.

6.3 Implementation

The proposal has been implemented as a pilot in one team, and this pilot is still going on. Introduction and kick-off development day was launched late in autumn 2019 and the second development day was supposed to take place in spring 2020, but due to COVID-19 virus it is postponed.

The team has been participating in professional guiding, which now is on break. The professional guiding, development day and practices in everyday work has made the team stronger, increased trust and autonomy and grouping has come a long way and has given a sense of relatedness.

Managers are participating in education on how to coach employees which is promised to be used along the education in everyday work.

7 Conclusions

This section is a summary for the thesis. Section begins with an executive summary and ends with closing words.

7.1 Executive Summary

Today's work life is becoming more complex to keep up with the change in fast pace in traditional hierarchical organizations. They need to change and become more agile. In this study, the case organization has chosen to change its way of acting to a more self-determined in everyday work. The case organization in this thesis is the Government's Employment office in Porvoo. Government has a desire to lower the management and give more autonomy to employees. Increasing autonomy and responsibility for own work appear to bring better results, make the work more meaningful and support the wellbeing of personnel.

The main objective for this thesis was to make a plan to implement best practices of self-determination and coaching in the case organization in TE office in Porvoo. First, the current state analysis was done to get a picture of the current state of self-determination and coaching in the case organization. The data was collected in three rounds. Data collection used the qualitative approach, mainly by interviews, workshops, discussions, with some video clips and pictures. Participants in research were from different levels in the organization from upper management till employment expert. The majority of personnel in the case organization participated. The current state analysis showed that even if organizations are self-determined, managers are needed.

Another finding from the current state analysis was that the decreased motivation of self-determination leads to decreasing use of employee's potential. This results in bright potential employees, that have ideas, skill and knowledge to develop work, has become passive due to lack of encouragement and dialog with managers. It happens because in the work process, motivation and interest has decreased and employees do nothing but the required. Thus, in the worst case scenario, employees' expertise go to waste. Managers, in their turn, were worried that they distance from the employees as they do not have the necessary time to get to know the employees and therefore it is a risk to not notice employee's potential expertise that could be taken into use.

Another interesting findings from the current state analysis was that managers are needed and especially those who are present and has an overview what happens at the office every day. Results also indicate that self-determination would perhaps proceed forward if managers would act as role models and show its importance. Results also showed the need of involving the manager; this is also related to the worry from both managers and employees that the need of support always should be recognized.

The outcome of the thesis is a plan how to improve the self-determination and coaching practices in the case organization. The co-created proposal is built according to issues that were found in the current state analysis. The reason to co-create the proposal is since the outcome should be permanent and long-lasting it felt important to take along the persons it will affect. The thesis recommends that the employees need support and encouraging, and without managers, support and walking along with the process, self-determination won't establish itself to an everyday way of acting. It needs time, patience and effort from all parts involved but there is the will to work for it. The study also recommends specific actions how to implement best practices of self-determination and coaching in the case organization.

Validation was done to all stages and the proposal for implementing (a) self-determination and (b) coaching practices in the case organization was co-created with the stakeholders. In the final proposal for implementing best practices of self-determination and coaching into a team in the case organization, the plan includes the solutions related to practices in everyday work to make the team stronger, increase trust and autonomy, and give a sense of relatedness.

7.2 Managerial Implications

For the case organization to put this proposal into practice, it will firstly need effort, patience and time from all levels in the case organization experts to management. The idea must be sold and for every individual realize that this is the way to go.

Secondly, in the beginning of taking self-determination practices into use, it is meaning more work than usual but in the end, it will be rewarded with benefits. It is not an easy way, there will be setbacks and successes.

Thirdly, when self-determined way to work is realized and the individuals and teams are led with a coaching touch it is important to do regularly follow ups and ask for feedback to keep the good going the right way. It is easy for self-determination to go sidetracks.

7.3 Thesis Evaluation vs. Its Objective

The objective for the thesis was a plan for implementing self-determination and coaching practices in TE office, Porvoo. The outcome of this study is a plan to implement best practices of self-determination and coaching into case organization. Although, the best practices are not yet implemented to the whole office it is a beginning that one team is committed and are on their way to becoming a more self-organized team and have already discovered benefits from invested time and effort. The team has grouped, increased trust, and for the most the team has got along well.

However, everyone does not have the time and urge to become more self-determinant. In this thesis is not dealt that much with the fact that self-determination does not suit everybody. And self-determination is not something that should be forced on employees. If there is a more suitable way, be so the hierarchical management style or some other way they ought to be able to work in chosen way. Nevertheless, the plan is not straight adoptable to all individuals and teams that strive for self-determination and coaching practices in their everyday work, but it works as a tool or guideline that can be modified depending on the individual or team it concerns.

7.4 Validity and Reliability

This thesis used Design research approach with qualitative research methods to collect data to improve certain activities in the case organization. The chosen research approach combines different methods and for credibility each method should be evaluated.

According to Kananen (2013), reliability stands for that the researches ought to be able to replicate and still have consistent results. Validity of qualitative research is guaranteed with accessible documentation of results. Material and results from research are validated and interpreted consistently. (Kananen 2013: pp. 20-22, 181-186)

In this study, the qualitative research methods selected were reliable and valid. The methods for the qualitative research included interviews, workshops and discussions.

Interviews were conducted face-to-face in a semi-structured way with the interview questions where made beforehand but not given to interviewees in advance. Almost all interviews were recorded for future reference and transcribed word for word. Interviews were done in Finnish or Swedish, so the interviews are also translated into English. If the interview was not recorded rich field notes were taken. From workshops, field notes were also taken, some recorded and from some even results written on flap board. The number of interviewees 27 persons out of 35 gives a majority and results from interviews reached the saturation point and results where a like and consistent.

Results from interviews, workshops discussions were analyzed and used to gather and do the current state analysis and as outcome build a proposal and a plan. Results have been validated by the stakeholders. It was not always easy to get stakeholders to participate due to lack of time.

7.5 Closing Words

Self-determination exists in every organization because organizations consist of humans, individuals and teams, with a will of their own that wants to affect. In these cases, are the self-determinations something organizations expect or something else. Organizations that go self-determined usually aim for lower management and fewer managers. Organizations need managers. Individuals and teams need managers. Without managers cannot be self-determined. Managers' role is to lead as an example and motivate employees, walk along the employees' journey to become self-determined.

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Appendix 1. Interview questions for current state analysis

Interview questions for current state analysis, main question themes and some under headings used when needed.

What does Self-determination and coaching mean for you/ team?

- How does self-determination and coaching show in your work/team?
- Do you have possibility to influence on decisions concerning work/ team/ or work community?

What does Self-determination require from me/ team/ manager/ employer?

- Are there any special competences needed?

What does it mean to be a coach for an individual/ team? (Especially a question directed to managers)

What does Self-determination give you? Benefits?

- Does Self-determination effect on motivation?

What increase self-determination self/team/ organization?

What hindrance self-determination for you/ team/ organization?

Facilitates work realization of self-determination?

- Support from team/ manager/ organization?

Is your team self-organized?

Appendix 2. Interview no 7, current state analysis

Date: March 2019

Duration: 90 minutes

Group interview; three experts, Interview held in Finnish and translated.

What does Self-determination and coaching mean for you/ team?

N01: Self-determination means that you must know what you are doing, be able to find information if you don't know about something. It also concerns to organize own work. But it also means that you get help from managers when asked. It can't just be that the managers say, "find out yourself", "look it up in Taimi" or "try to find it from there or there". It must be okay to ask the manager if you don't know, and the manager should take a stand and help solving the problem.

N02: I have experience from my studies. There were studies that was organized to be self-determined. In the course was no lectures nor actual teachers, it was meant to find out and study the subject on own. It was not a good experience and especially Asian study mates could not study in that way at all.

N03: Self-determined work is to be able to decide how and when you do your work as long as you follow the rules and given instructions. It is free to organize own work within given frames.

What does Self-determination require from me/ team/ manager/ employer?

N01/N02/N03: Flexibility, organisational ability, self-imposed and cooperative. Without these features work is slower and takes a lot of time.

Do you have possibility to influence on decisions concerning work/ team/ or work community?

N03: There are opportunities to influence on own work and that is important from the point of view of motivation. Its just sad that it isn't possible to influence on others way of doing their work.

N01: It is possible to influence on own work time and it is important. I feel I can match work to spare time. This effect the meaningfulness of work.

N02: Working conditions effect on possibilities to organize own work. We have room available only at certain days. I have on Mondays; it means that I can do face-to-face customer bookings only that day and Monday is the worst day of all. During weekends

customers activate and leave contact requests and work pile up in the beginning of the week.

What does it mean to be a coach for an individual/ team?

N01: We have different managers. Our manager has informed that the persons role is not to be a manager but a coach. Our manager is hardly at the office nor participate in our meetings. In my opinion managers have no role at all now. Managers are just interested in results and walk-through goals with the goal to systemise everything. I am lucky to have a good manager that influence in things and finds out solutions to situations if necessary.

N2: If team works well no manager is needed, but in challenging situations is hopes that manager influences in solving the problem. Manager should be able to help, if not self then be able to direct to the right person who can. At the moment members of the team does not want to contact the manager/coach because it hardly led to anything else but frustration. I feel that my manager babbles and answers question out of context.

N01/N02/N03: Generally, the manager should react to challenging situations, first the closest manager then if necessary, the one above. Managers are hardly presence at the office. Managers should give congruent instructions in the office. Managers should be assertive. Lack of clear rules within teams or the work community. Rules concerning distance working should be set and followed. We experience that employees can distance from work itself while they work so much distance.

What does Self-determination give you? Benefits?

N01: Certain things need strict directives and concerning these things you can't do as you want. In my opinion it would be good for all to go through existing directives so that everyone is aware that they exist and that these directives ought to follow.

At the moment it feels like employees has gone blindfolded and do their work on their own without paying attention to other team members. Team suffers. No common line to follow nor ways to work and therefore impossible to organize teams work because individuals don't pay attention to other members of the team. Co-working works only partly in the team. Work would be smoother if team would actually work together and follow the same way of working in certain situations.

N03: Common regularly held meetings would help cooperation.

N01: Our team should deal with distance work on a meeting. Distance working affect our team. In our team is team members that do distance work major part of week and seldom

are at the office. Distance work should be specified that it is ok to do if your job allow it, not so that distance work defines your work. Rules concerning distance work should be more precise and everybody should have the same opportunity. At this point it is not, couple of members of the team use regular set fix days for distance work.

N03: I have a feeling that I have no right to distance work for some reason. It might have to do with my title that differs from the rest. When it comes to distance work nobody even bothers to ask me about it nor has I been given the possibility.

N02: I on the other hand could want to do distance work occasionally, maybe one day a month. But nobody has asked me either.

N01: Team does not function when some do their own way even if the team together decide to do another way. Team meetings are cancelled because some team members have decided to be working distance at that specific day.

N02: Meeting practices should be renewed, and meetings should be held even if everybody isn't participating. They who are not participating can look the notes from the meetings.

N01: Self-determination has changed the work community and ways to work. Things have changed to be more lenient and nobody necessarily checks the work. At its worst everything seems to be allowed.

In this same team meetings have been discontinued because some team members acted in their own way even if it was decided otherwise. There was no use of the meetings. In similar situations manager should have interfered with the action but manager did not take a stand.

N02: In introduction for new employees' team's functionality shows. At this moment it's a problem as new employees should get introduced to the work. Some don't participate due to distance work, so everyone is not participating just throws the ball to the rest of the team.

N01: In introducing process for new employees has shown flaws in knowledge skills. Team consists of mainly new members and for those who has been longer have got their introduction by themselves. This results in flaws in knowledge. New employees have introduced even newer employees and result is that things have been done in wrong way and must now be corrected. It is not the new employees' fault because it is hard to fix something you don't even know is wrong.

What increase self-determination self/team/ organization?

N01/N02/N03: Opportunity to influence on own work time, able to considerate spare time activities in organizing own work.

What hindrance self-determination for you/ team/ organization?

N01: Dysfunctionality, flaws in ways of acting.

N02: Bad taste of the ways of acting in the team.

N03: Non-equality within teams. For example, that persons that do a lot of distance work seldom do work required at the office as the colleague's presence at the office. Distance working teammates distance from the team.

Is your team self-organized?

N03: I would say in the very beginning of the journey towards self-organization.

N01: Organizing work works. Team works self-organizing until schism occurs.

Appendix 3. Workshop No 18, Data 2 for proposal building

Date: May 2019

Duration: 45 minutes

Workshop; six experts, Interview held in Finnish and translated.

Theme for the workshop is proposal building according to the findings from current state analysis.

Topics on the workshop	Fieldnotes
Unclear concept of self-determination and coaching?	<p>A repetition would not hurt. It could be a theme for a meeting for the whole office.</p> <p>It is important that employees know why this is done and what is expected from them.</p> <p>It could be a theme for a Professional guidance session or a development day for the team.</p>
Decreased motivation and well-being at work.	<p>Work on team grouping, getting to know team members and get a we-spirit.</p> <p>Work is lonely, and we should support on each other more not to feel so alone.</p> <p>One-to-one discussions with manager are important.</p> <p>Too much work decreases motivation, managers should check each employee's situation and have enough resources.</p>

	<p>Arrange something to motivate employees, an own development day out of office.</p>
<p>Managers are needed. Managers feel distanced from employees and teams. An issue in results that showed that employees and managers feel that managers do not know employees as well as they used to.</p>	<p>Manager should be the facilitator and coach they claim they are.</p> <p>Coaching has probably got less time in management as they have a lot of administrative duties and so many offices to handle. It must be hard for a manager to manage 3-5 offices, impossible to be present all the time. Manager is still available with other techniques like skype, phone and e-mail.</p> <p>Managers should also be able to sense and know if employees work in a self-determined way or if teams are self-organized. Manager should have a clear perception if the team is on track or not and do something about it if not. Manager should support employees if they have troubles, it should not have to be team members that inform the manager of such things. It is not enough that the manager asks in a meeting “how are you doing”, nobody will tell anything in that kind of situation. In these situations, coaching is important.</p> <p>Manager should be on track what we do and how we are doing. Regular One-to-ones discussions are good and personal appraisal discussions. In discussions it</p>

	<p>would be good to take enough time so that there wont be a hurry to end it.</p> <p>I wonder if self-determination and self-organizations in its real meaning even is possible in this organizational structure? Manager has so many places to be. But we must get along with what we have.</p> <p>We were somehow self-determinate even before but now it has become to slack, everyone acts in their own way and it feels like there is not a structure to support it.</p> <p>Manger used to be present more before. It was a good thing.</p> <p>I agree, managers used to be more present.</p> <p>I miss that managers used to know each employee, know what we do and that we have propriate amount of work.</p>
Coaching. Lack of techniques to coach.	Suggested that managers participate in education if possible.
Unrecognized knowledge	<p>Utilization of team's knowledge is good. Should trust that the answer to challenging situations lies in the team.</p> <p>It would be important to utilize our team more, take time and have a meeting so that it concerns team business. Usually manager uses the weekly meeting for managerial stuff.</p>

	<p>Learning from each other, learning is an ongoing process, there is always something to learn for everybody. Cooperate more.</p> <p>A competence matrix would come in handy to get an entity of the teams' competences.</p> <p>We should learn more from each other and from our ways to work, it would proceed our grouping and weld us together to become a tight team.</p> <p>Learning from each other, participate in skype educations and other webinars and in that way develop as workers and increase our knowledge and competence.</p>
Support & encouraging	<p>People are so busy all the time that cooperation between colleagues is less than before. I hope for more talks and questions on low threshold.</p> <p>Weekly meetings are very important for me as I do distance work all the time. One time when the whole group is on the same place.</p> <p>It could be good with education in seizing things, it would help being self-determinant.</p> <p>Support from manager is the ground for the team dynamics.</p>

	The call for better communication in all situations.
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